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ABSTRACT

This 2000 annual report, summarizing the accomplishments of the Educational Resources Information Center (ERIC) system in 1999, begins with a section that highlights progress towards meeting goals, as well as selected statistics. The second section, comprising the bulk of the report, provides an overview of ERIC, including the ERIC database, user services, publications and products, ERIC on the Internet, special projects, outreach and training, and partnerships. Results of two surveys of ERIC customers conducted in 1999 are summarized in the third section; these surveys include an AskERIC user survey showing the types of users who contacted the AskERIC electronic question-answering service and the ERICNews survey showing the professions of subscribers to the ERICNews electronic newsletter. The next section provides an ERIC system directory, and highlights of the ERIC budget are listed in the final section. The ERIC mission, audience, and goals are highlighted on the front inside cover. (AEF)

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ERIC

ANNUAL REPORT 2000

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SUMMARIZING THE RECENT ACCOMPLISHMENTS OF THE EDUCATIONAL RESOURCES INFORMATION CENTER

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Office of Educational Research and Improvement
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ERIC Mission, Audience, Goals

Mission

The mission of the ERIC system is to improve American education by increasing and facilitating the use of educational research and information to improve practice in learning, teaching, educational decision making, and research, wherever and whenever these activities take place.

Audience

The ERIC audience includes teachers, professors, and librarians; school and college administrators, counselors, instructional media staff, and support personnel; educational researchers; educational policymakers at every level; students and nonformal learners at every age and level, including adult learners; parents; health and social services personnel and caregivers who support families, parents, students, and children; and the media and business communities as they relate to education.

Goals

Five years ago, the ERIC system established goals to provide easy, affordable access to ERIC bibliographic and full-text resources from every school, library, household, and point of educational decision making; expand ERIC's database and services to make useful information available to all categories of users; expand the ERIC information-synthesizing function to include a greater number and variety of publications and to use a greater variety of dissemination methods; deliver documents in various full-text electronic formats as well as in microfiche and paper forms; and further develop electronic access to ERIC, including the development of virtual libraries and Web sites. The information in this annual report testifies to the successful achievement of these goals.

The ERIC program recently commissioned five papers to collect and analyze research and information on the ERIC system in five areas: mission, structure, and resources; database and operational processes; technology; user services; and products and information dissemination. The authors of these papers, who are experts in their field, were asked to recommend changes to the ERIC system and to highlight important issues to be addressed in a forthcoming evaluation. The authors' recommendations and the results from the forthcoming evaluation will be used to formulate goals for the next phase of ERIC and to help ERIC meet current and future needs.

Educational Resources Information Center
Luna Levinson
Director

National Library of Education
Luna Levinson
Acting Executive Director

Office of Educational Research and Improvement
C. Kent McGuire
Assistant Secretary

U.S. Department of Education
Richard W. Riley
Secretary

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ERIC

ANNUAL REPORT 2000

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SUMMARIZING THE RECENT ACCOMPLISHMENTS OF THE EDUCATIONAL RESOURCES INFORMATION CENTER

Educational Resources Information Center • National Library of Education
Office of Educational Research and Improvement • U.S. Department of Education

Foreword

The ERIC system of clearinghouses has been a respected leader in the dissemination of educational literature since its founding almost 35 years ago. Building on the ERIC system's existing strengths of quality in information delivery, the ERIC Clearinghouses have made remarkable strides in using the Internet to ensure that ERIC's increasingly large number of customers have access to the very best resources for educational literature in the nation.

This prominent position compels a process of reflection, evaluation, program improvement, and reinvention. Driving this reinvention initiative is a series of thoughtful, detailed papers prepared by education specialists with expertise in a broad range of relevant disciplines. These papers, which can be accessed by the public at http://www.accesseric.org, examine the ERIC system from top to bottom. Different ways of describing and discovering resources are suggested, thus offering promising strategies for enhanced quality and speed in the future. A common theme among these commissioned papers is that the complexity of the ERIC system, which has been developed over many years in response to diverse and evolving challenges, needs to be transformed.

We believe that this will prove to be an exciting and productive period for everyone associated with the ERIC program. We wish to express our thanks to all those who already have contributed so much to the success of this important endeavor.

Luna Levinson
Director of ERIC

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1999–2000 ERIC Highlights

In the past year, ERIC has expanded its knowledge base, improved access, and targeted outreach to fill its role as the nation's education information source. Highlights of the past year include:

- **Achieving a million in one.**
  - The number of records in the ERIC database has surpassed 1 million.
- **Expanding full-text access.**
  - The full text of most ERIC documents from 1993 to the present is now available to more than 3 million patrons of university, school district, public, and other libraries that subscribe to ERIC E*Subscribe.
- **Providing faster access to current literature.**
  - The ERIC database is now updated monthly online.
  - Several ERIC Clearinghouses currently offer online access to the documents they are processing for inclusion in the ERIC database.
- **Targeting resources.**
  - ERIC continues to help people find the exact information they need by providing targeted print and online products. Recent examples include translations of a number of ERIC publications into Spanish and other languages, the Reading Pathfinder Web site, and online directories of early foreign language programs and programs for gifted children.
- **Improving reference and referral service.**
  - AskERIC information specialists have responded to more than 200,000 questions, and ERIC Web sites are now featuring answers to frequently asked questions.
- **Influencing quality research.**
  - ERIC goes beyond providing access to existing research by hosting peer-reviewed online journals and analyzing the existing research to point out future research needs.

Your service is excellent. It is the first place I refer anyone who has a question about language learning and bilingualism. I don't know what we would do in our profession without the wonderful resources you provide. Bravo!

—Message sent to the ERIC Clearinghouse on Languages and Linguistics

- **Helping parents.**
  - ACCESS ERIC produced six new Parent Brochures.
  - The National Parent Information Network added more than 40 articles to *Parent News*, and its Web site was visited more than 1 million times.
  - Questions from parents or concerning parenting issues accounted for 30 percent of the questions received by the ERIC Clearinghouse on Elementary and Early Childhood Education and 17 percent of those received by AskERIC.
- **Reaching out.**
  - Each month, the online ERIC slide show (http://www.accesseric.org) introduces thousands of users to the array of ERIC products and services and provides tips on how to get the best searches from the ERIC database.

I really am so impressed with what you have done. Your services are available in a variety of ways and that's extremely helpful. Your Web site is the only one I consistently recommend to students as a source of trustworthy, reliable information.

—Customer response on a satisfaction survey by the ERIC Clearinghouse on Adult, Career, and Vocational Education

ERIC by the Numbers

- In 1999, 11,045 documents and 21,135 journal articles were added to the ERIC database, for a total of 1,012,654 records added between 1966 and 1999. ERIC users will find that the database provides coverage of approximately 980 education-related journals in addition to documents produced by more than 2,100 leading education organizations.
- ERIC now has acquisition arrangements with 2,345 universities, research centers, professional organizations, and federal and state agencies.
- The ERIC database is made available through several Internet search engines; four commercial online vendors; four CD-ROM vendors; many locally mounted systems, such as online public access catalogs at universities; and the print indexes *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*. More than 1,000 institutions in 26 countries provide onsite access to the ERIC database and the microfiche collection of full-text ERIC documents. In 1999, more than 500,000 searches were run each month on just two of the search engines maintained by ERIC Clearinghouses.
- The National Parent Information Network was visited 1,004,001 times in 1999.
- The ERIC Clearinghouses produced 483 information products in 1999, including newsletters, journal columns, journal articles, ERIC Digests, books, bibliographies, and other formats.
- ERIC components engaged in collaborative outreach, training, publication, and user service efforts with 650 partner organizations.

- ERIC components hosted 65 listservs with a total of more than 34,000 subscribers.
- In 1999, ERIC staff members responded to 169,064 user requests, including:
  - 47,960 toll-free calls
  - 88,554 e-mail requests
  - 28,971 letters and faxes
  - 3,579 visitors
- ERIC personnel went on the road to meet current and potential users by participating in more than 328 education-related meetings and conferences, giving more than 229 presentations and workshops, and staffing exhibits at more than 99 events.

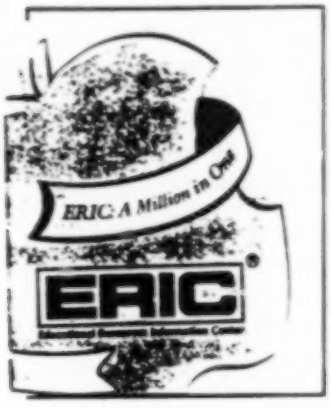
A Brief Overview of ERIC

The Educational Resources Information Center (ERIC) system encompasses the world's largest and most frequently used education database as well as a network of 16 subject-specific clearinghouses, 10 Adjunct Clearinghouses, 1 Affiliate Clearinghouse, and 3 supporting service components. ERIC is sponsored by the U.S. Department of Education, Office of Educational Research and Improvement, and it is administered by the National Library of Education. ERIC has been an important component of the national education dissemination system for nearly 35 years, ensuring that education information reaches those who need it, including teachers, administrators, parents, and students.

The ERIC Database

Milestone

In 1999, ERIC processed its millionth database record: a document titled *Excellence in English in Middle and High School: How Teachers' Professional Lives Support Student Achievement*, by Judith A. Langer, codirector of the Office of Educational Research and Improvement's National Research Center on English Learning and Achievement. This publication is particularly appropriate as a milestone for ERIC because ERIC originally was created to capture and make available federally sponsored education research.



Size

Over the years, the scope of the ERIC database has grown to include a wide range of education-related materials. In 1999, the most prevalent document types added to the ERIC database were conference papers, research and technical reports, project descriptions, guides, books, evaluation and feasibility reports, and classroom materials for teachers. The ERIC database covers articles from approximately 980 education-related journals. Overall, the ERIC database through 1999 contained 425,608 document records and 587,046 journal article records—a total of 1,012,654 bibliographic records. Each year, ERIC adds approximately 32,000 records to the database.

This is a tremendous issue and I would like 200 to present to teachers on the first day of school. I have been working with school safety about four years now and have never had one place say so much. I got my copy from the Indiana Safe Schools Specialist Academy and simply can't say enough good about it!

—Anne Terrell, School Safety Specialist, Salem, Indiana, referring to The ERIC Review *issue on school safety*

Content

ERIC has acquisition arrangements with 2,345 organizations that submit documents for the database. In addition to these standing acquisitions arrangements, ERIC aggressively solicits education-related material from new sources and accepts unsolicited documents for review. All documents submitted to ERIC are evaluated by subject-matter experts for their education-relatedness, quality of content, legibility, and reproducibility. Inclusion of submitted documents in the ERIC database is not automatic.

Access

The database is available to the public through university and public libraries as well as the Internet. ERIC records are published in two print indexes, *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE);* online (via the Internet, commercial services, and locally mounted systems); and on CD-ROM. There are now four online and four CD-ROM vendors that offer access to the ERIC database, including the ERIC Processing and Reference Facility, which offers a CD-ROM subscription for only $100 per year. In addition, many organizations grant public access to the database on their systems via the Internet. Each month, more than 2,000 users search the online *Directory of ERIC Resource Collections* (http://www.ed.gov/BASISDB/EROD/eric/SF) to locate libraries in their area that offer access to the ERIC database.

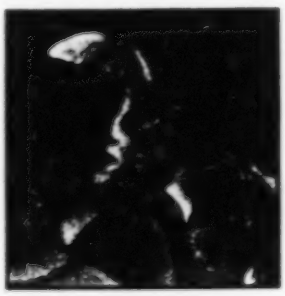
I thank you from the bottom of my heart for your reply to my query regarding school poverty level and its effect on academic performance, because it will help me educate my local school board.

—Rita Planey

Because the ERIC database is accessible in so many ways, it is impossible to gather complete statistics on how many searches are run each year. However, it is notable that more than 500,000 searches are run each month on two of the ERIC search engines maintained by ERIC Clearinghouses.

More than 1,000 institutions in 26 countries around the world provide access to the microfiche collection of full-text ERIC documents; electronic document delivery is also available for many of the more recent documents. The ERIC Document Reproduction Service filled individual orders for 35,539 copies of ERIC documents in 1999. Of these requests, 60 percent were for paper copies, 26 percent for microfiche, and 14 percent for electronic copies.

User Services



Although ERIC has embraced the latest technological innovations to disseminate information, it is equally proud to have a network of experts available to users. ERIC staff receive and answer requests via toll-free phone calls, faxes, mail, and e-mail, and in person at clearinghouses and conferences. Figure 1 shows user request statistics for 1999.

The ERIC system responds to user requests by answering queries; sending out materials such as ERIC Digests, newsletters, and bibliographies; searching the ERIC database or the reference and referral databases produced by ACCESS ERIC for relevant information; and providing referrals to other education-related organizations.

Figure 1: How Users Contacted ERIC Components in 1999

Method	Number	Percent
E-mail*	88,554	52.4
Phone	47,960	28.4
Letters/Fax	28,971	17.1
Visits	3,579	2.1
Total	**169,064**	**100**

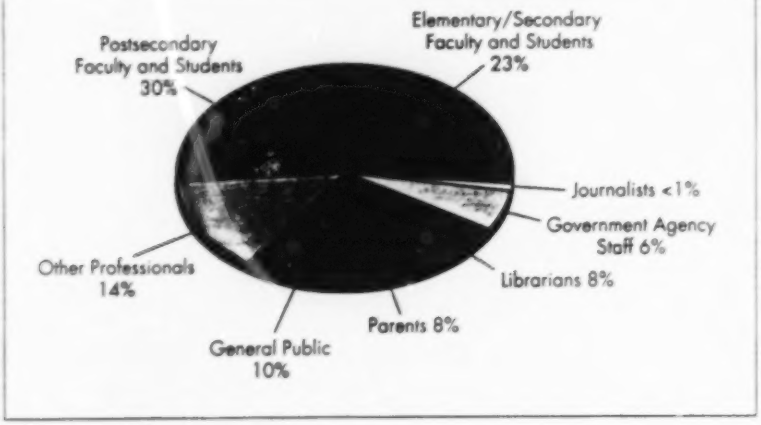
*The E-mail category includes AskERIC e-mail requests

The Internet is a fascinating and amazing reference tool, though it can be daunting for a novice. Your help in my quest for foreign language/middle school information was appreciated. It is nice to know that when one calls an ERIC 1–800 number, help is actually available on the other end.

—Sarah Teter in a message to the ERIC Clearinghouse on Languages and Linguistics

ERIC Clearinghouses keep records on the types of users who contact them for information. Figure 2 shows the percentages of several types of users; however, it is important to note that these statistics are based primarily on people who call, write, or visit. It is difficult to capture demographic data on the thousands of users who send e-mail requests, visit ERIC exhibits at conferences, search the ERIC database, or obtain ERIC information via the Internet, so many of these users are categorized as "General Public." (See also pages 26–28 for information obtained from customer surveys on who uses ERIC.)

Figure 2: Types of Users Who Contacted ERIC Clearinghouses in 1999



Publications and Products

The ERIC Clearinghouses analyze and synthesize literature in their areas of expertise and create research reviews, bibliographies, state-of-the-art studies, interpretive studies of high-interest topics, digests, and other publications that meet the information needs of the wide spectrum of ERIC users. In 1999, the

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clearinghouses produced 483 information products. These products are noteworthy for the collaborative ways in which they are produced, the extensive networks through which they are distributed, and the attention they receive from the field. Many publications result from partnerships between ERIC Clearinghouses and professional associations, private publishers, academic institutions, and other organizations. The clearinghouses' bestsellers for 1999 are listed on page 13.

ERIC also produces electronic publications. The ERIC Clearinghouse on Assessment and Evaluation recently launched the peer-reviewed electronic journal *Practical Assessment, Research, and Evaluation* (available online at http://ericae.net/pare). Jointly published by the clearinghouse and the Department of Measurement, Statistics, and Evaluation at the University of Maryland, this journal provides education professionals with access to refereed articles that can have a positive effect on assessment, research, evaluation, and teaching, especially at the local education agency level. The ERIC Clearinghouse on Elementary and Early Childhood Education offers the peer-reviewed online journal *Early Childhood Research and Practice* (available online at http://ecrp.uiuc.edu).

The ERIC support components produce systemwide resources, including *The ERIC Review*, a free journal that reports critical trends and issues in education and new ERIC developments; a series of Parent Brochures; directories of education-related conferences and information centers; and products that help people use ERIC.

I would encourage all APPA [The Association of Higher Education Facilities Officers] members to become proficient in using ERIC to face change head-on and to help sort out the problems on the horizon in higher education. For example, like it or not, we are all in this assessment boat together, and ERIC can help us identify the key issues and actors in this thicket of uncertainty. It may not have all the facts you need, but ERIC has the potential to help your institution to understand the changing rules of the higher education game.

—Dr. John M. Casey, Manager of the Engineering Department, University of Georgia (in the May/June 2000 issue of Facilities Manager*)*

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The ERIC Clearinghouses' 1999 Bestsellers

Adult, Career, and Vocational Education
Contextual Teaching and Learning: Preparing Teachers To Enhance Student Success in and Beyond School

Assessment and Evaluation
Multicultural Program Evaluation and *Understanding Achievement Tests: A Guide for School Administrators*

Community Colleges
Building a Working Policy for Distance Education

Counseling and Student Services
Comprehensive Guidance Programs That Work–II

Disabilities and Gifted Education
Life-Centered Career Education: Activity Book. 1 and 2

Educational Management
School Leadership: Handbook for Excellence. Third Edition

Elementary and Early Childhood Education
Early Childhood Research and Practice (a new electronic journal) and *The Project Approach Catalog 2*

ESL Literacy Education
Making Meaning, Making Change: Participatory Curriculum Development for Adult ESL Literacy

Higher Education
Faculty Workload Studies

Information & Technology
Information Literacy: Essential Skills for the Information Age

Languages and Linguistics
Profiles in Two-Way Immersion Education

Reading, English, and Communication
101 Ways To Help Your Child Learn To Read and Write

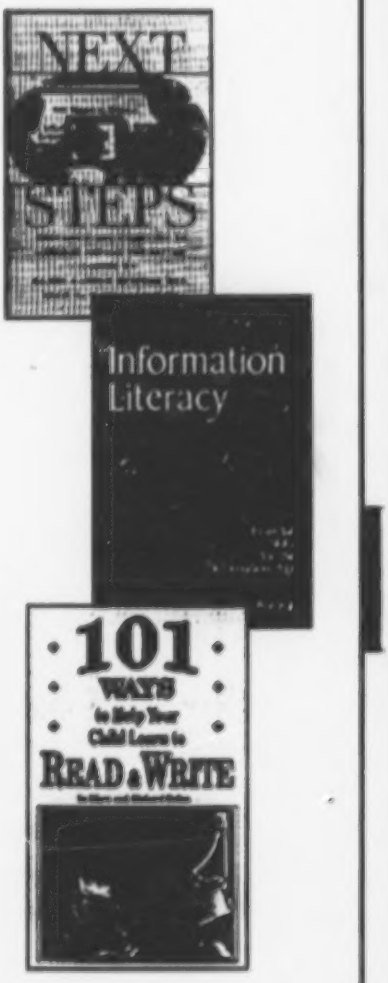
Rural Education and Small Schools
Next Steps: Research and Practice To Advance Indian Education

Science, Mathematics, and Environmental Education
Proceedings of the Twenty-First Annual Meeting: Psychology of Mathematics Education (PME). Volumes 1 and 2

Social Studies/Social Science Education
Principles and Practices of Education for Democratic Citizenship: International Perspectives and Projects

Teaching and Teacher Education
Critical Knowledge for Diverse Teachers and Learners

Urban Education
The Schooling of Multiracial Students



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ERIC and the U.S. Department of Education's Priorities

Secretary of Education Richard Riley and senior Department officials developed seven priorities for the Department of Education. These seven priorities are for all students in the United States.

ERIC produces many publications that address America's education priorities. Following is a list of the priorities and a sampling of recent ERIC titles related to each priority.

1. **All students will read independently and well by the end of the third grade.**

   ERIC Clearinghouse on Reading, English, and Communication

   Balanced Reading Instruction

   Helping the Underachiever in Reading

   Tutoring Children in Reading and Writing: A Step-by-Step Guide

   ERIC Clearinghouse on Urban Education

   Family Literacy Strategies To Support Children's Learning

   ACCESS ERIC

   How Can I Encourage My Young Child To Read?

2. **All students will master challenging mathematics, including the foundations of algebra and geometry, by the end of the eighth grade.**

   ERIC Clearinghouse for Science, Mathematics, and Environmental Education

   Helping Students With Homework in Science and Math

   Minorities in Science and Math

   Using the Internet To Enrich Science Teaching and Learning

   ERIC Clearinghouse on Urban Education

   Family Math for Urban Students and Parents

3. **By 18 years of age, all students will be prepared for and able to afford college.**

   ERIC Clearinghouse for Community Colleges

   Access, Diversity, and Inclusion

   ERIC Clearinghouse on Rural Education and Small Schools

   Postsecondary Financial Aid for American Indians and Alaska Natives

   ERIC Clearinghouse on Higher Education

   Early Intervention for College

4. **All states and schools will have challenging and clear standards of achievement and accountability for all children and will have effective strategies for reaching those standards.**

   ERIC Clearinghouse on Educational Management

   Holding Schools Accountable for Achievement

   Implementing Whole-School Reform

   ERIC Clearinghouse on Urban Education

   Comprehensive Schoolwide Reform: Lessons for Successful Implementation and Research

   ERIC Clearinghouse on Assessment and Evaluation

   Strategies for Improving the Process of Educational Assessment

   The Nature of Evaluation: Part II: Training

   Traditional and Modern Concepts of Validity

ERIC Clearinghouse on Counseling and Student Services

Proven Strategies for Improving Learning and Achievement

5. **There will be a talented, dedicated, and well-prepared teacher in every classroom.**

ERIC Clearinghouse on Teaching and Teacher Education

Professional Development Schools

A Guide to Organizations Involved With Licensing and Certification of Teachers and Accreditation of Teacher Education Programs

The Supply and Demand of Elementary and Secondary School Teachers in the United States

Professional Educator Licensure: The Key to Quality Public Schools

ERIC Clearinghouse on Languages and Linguistics

Professional Development for Teachers in Culturally Diverse Schools

ERIC Clearinghouse on Educational Management

Peer Review of Teachers

6. **Every classroom will be connected to the Internet by the year 2000, and all students will be technologically literate.**

ERIC Clearinghouse on Information & Technology

An Introduction to Internet Resources for K–12 Educators: Part I: Information Resources

An Introduction to Internet Resources for K–12 Educators: Part II: Question Answering, Electronic Discussion Groups, Newsgroups

Information Literacy

Evaluating Online Educational Materials for Use in Instruction

ERIC Clearinghouse on Teaching and Teacher Education

Enhancing Technology Infusion Through PK–12/Teacher Education Partnerships

7. **Every school will be strong, safe, drug free, and disciplined.**

ERIC Clearinghouse on Counseling and Student Services

Addressing School Violence: Practical Strategies and Interventions

Creating Safe Schools Through Invitational Education

ERIC Clearinghouse on Educational Management

The Fundamentals of School Security

ERIC Clearinghouse on Disabilities and Gifted Education

Schoolwide Behavioral Management Systems

ERIC Clearinghouse on Urban Education

Preventing Violence by Elementary School Children

Girls and Violence

Gangs in the Schools

ACCESS ERIC

What Should Parents and Teachers Know About Bullying?

ERIC on the Internet

ERIC provides one-stop access to its impressive network of Web sites through the ERIC systemwide site at http://www.accesseric.org. The ERIC sites have garnered numerous awards, including the Britannica Internet Guide Award, the Argus Clearinghouse Award, the NetGuide Gold Site Award, the LookSmart Editor's Choice Award, and an Education World "A" rating. In 1999, ERIC Web sites received nearly 150 million hits from more than 9 million visitors.

In Quality Education Data's (QED's) 1999 report *Internet Usage in Public Schools*, ERIC was the fourth most popular Web site listed by teachers in response to a question asking them to list the three Web sites they personally use most often as teaching aids. When asked which sites they recommended most often for student use, teachers ranked ERIC sixth.

Following are some examples of enhancements made to ERIC Web sites in 1999:

- The ERIC Clearinghouse on Adult, Career, and Vocational Education enhanced its Web site (http://ericacve.org) by adding full-text copies of seven major clearinghouse publications and a full-text Practitioner File designed to assist adult, career, and vocational educators with information management.
- The ERIC Clearinghouse on Languages and Linguistics introduced a Web-based National Directory of Early Foreign Language Programs (http://www.cal.org/ericcll/earlyfl/index.htm), a searchable database of public and private elementary and middle schools where foreign language instruction begins before grade 7.
- The ERIC Clearinghouse for Science, Mathematics, and Environmental Education created a Web companion titled "Earth Day Every Day" (http://www.ericse.org/earthday/earthday1.html) in response to client inquiries.
- The ERIC Clearinghouse on Higher Education added several exciting new services to its Web site (http://www.eriche.org), including resources for graduate research, links to Web sites that provide information on jobs in higher education, and information for students on college degrees and Carnegie classifications.
- The ERIC Clearinghouse on Urban Education added the Immigrant Education Issues pathway (http://eric-web.tc.columbia.edu/pathways), a compilation of annotated links to Internet resources that address immigrant student demographics, immigration policies and laws, immigrant communities and cultures, and education issues and teaching methods for immigrant students.

Your Web site has been a treasure trove of information for a graduate school research project I've been working on this semester, developing a workplace curriculum project. The Q&A's and Digests on workplace ESL were exactly what I needed for getting my project done. I will be finishing work on my master's degree next month, and I can't tell you how much I appreciate having the NCLE available for online research. Without question, I will be revisiting your site in the future for additional research, and possibly even contributing to it. Thank you for being such a help.

—John A. Purcell, a graduate student, in a message to the Adjunct ERIC Clearinghouse for ESL Literacy Education

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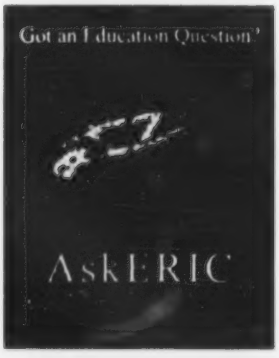
- The ERIC Clearinghouse on Reading, English, and Communication enhanced its Web site (http://www.indiana.edu/~eric_rec) by including an extensive compilation of Web links related to children's and adolescent's literature, conveniently arranged by authors, book reviews, bookstores, publishers, and more.
- The ERIC Clearinghouse on Disabilities and Gifted Education updated its Web site by adding a database of selected gifted and talented programs (http://ericec.org/gifted/gt-menu.htm) to help professionals in both general and gifted education gather information on current programs and related research.

AskERIC

AskERIC information specialists answered 42,000 questions in 1999 and reached a milestone: their 200,000th question. Visitors to the Web site will now find a "hot topics" area on emerging trends such as distance education and the benefits of technology.

Questions are e-mailed to AskERIC at askeric@askeric.org or submitted via the online form located on the AskERIC Web site at http://www.askeric.org. Currently about 56 percent of the questions are answered by subject specialists at the ERIC Clearinghouses, and 44 percent are handled by AskERIC central staff. Users can expect a reply within two business days. Responses may include a combination of the following components: ERIC database citations and search strategies, a list of Internet resources, subscription information for electronic mailing lists, print resources, contact information for organizations and associations, and information about other relevant resources.

An AskERIC user survey conducted in 1999 showed that a majority of requests are submitted by postsecondary students and K–12 teachers, followed by parents. Requests also come from librarians, school administrators, college and university faculty, child care workers, government officials, and others. For more information on the results of the AskERIC user survey, see pages 26–27.



The AskERIC question-answering service is maintained by the ERIC Clearinghouse on Information & Technology, which also offers an abundance of electronic resources at the AskERIC Virtual Library (http://www.askeric.org/Virtual). These resources include lesson plans, AskERIC InfoGuides, ERIC Digests, education listserv archives, and much more. The entire ERIC database (dating back to 1966) can also be searched online from this Web site.

The resources and information you sent are just what I needed. Though I don't know what direction our school will take on this multiage issue, at least now I can go into our next meeting with some good resources and information, and together we can begin to make an informed decision. Thank you for providing this invaluable—and free!!!—service!
—An AskERIC user

Instant Access to Online ERIC Document Delivery

Instant electronic access to full-text copies of ERIC documents is now available to thousands of ERIC users. More than 350 university libraries, school districts, and public and other libraries are taking advantage of the ERIC Document Reproduction Service's (EDRS's) E*Subscribe electronic document subscription service. The service gives students, faculty, and patrons direct access to electronic copies of more than 71,000 publications (more than 85 percent of the releasable ERIC documents produced since 1993). Patrons at subscribing institutions can search the ERIC database and download ERIC documents in Adobe's Portable Document Format (PDF).

Access to E*Subscribe's PDF files is available to more than 3 million ERIC users in subscribing institutions in 43 states and 12 countries worldwide. The majority of subscribers are college and university libraries, which currently make up 86 percent of the E*Subscribe customer base. Academic libraries provide access to more than 1.8 million full-time students and to numerous uncounted users such as part-time students and institution faculty and staff. Librarians point to the convenience of off-campus access as a primary benefit of E*Subscribe. Another major benefit is the nearly instantaneous delivery of electronic documents for those with high-speed Internet connections.

Other subscribers include K–12 school districts, which provide E*Subscribe access to more than 300,000 students, practitioners, and administrators in 15 states; public libraries, which offer E*Subscribe services to more than 1 million patrons; and a small number of special and corporate libraries.

For the convenience of ERIC users, EDRS provides links to full-text documents through various search engines. Full-text ERIC document links can be found through the following:

- EDRS, via the EDRS site for on-demand document delivery (http://www.edrs.com) or the ERIC E*Subscribe site for subscribers (http://www.edrs.com/logon.cfm).
- AskERIC (http://ericir.syr.edu/Eric), sponsored by the ERIC Clearinghouse on Information & Technology.
- Search Wizard (http://ericae.net/scripts/ewiz), sponsored by the ERIC Clearinghouse on Assessment and Evaluation.
- SilverPlatter WebSPIRS.
- Ovid Online.
- EBSCO Host.

ERIC database vendors expected to link to EDRS full-text in the future include Cambridge Scientific Abstracts and OCLC, among others.

E*Subscribe users experience seamless access to the full text of ERIC documents through the linked search engines. Nonsubscribers link to the ERIC document abstracts and may purchase full-text documents via credit card or an EDRS deposit account. For more information or to become a subscriber, call EDRS at 1–800–443–3742 or visit its Web site at http://www.edrs.com.

Listservs

ERIC is proud to be a catalyst in fostering dialog and information exchange through the creation and administration of electronic discussion groups. Approximately 34,000 people participate in 65 ERIC-managed listservs, including ECENET-L (early childhood education), K12ADMIN (elementary and secondary school administration), and LM_NET (school library and media services). A list of the major ERIC-sponsored listservs with links to subscription information is available on the ERIC systemwide Web site at http://www.accesseric.org. Archives of many of these discussion groups are available at http://ericir.syr.edu/Virtual/Listserv_Archives.

We love having access to the ERIC data directly off your Web site. It has been useful for staff going back to school to further their education and for administrators to look up educational trends and other research to better lead their staff.

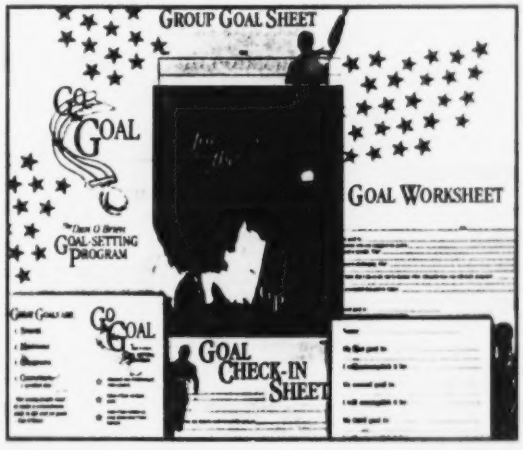
*—Comment to EDRS about E*Subscribe from Barry Bishop, Spring Branch Independent School District, Houston, Texas*

Special Projects

ERIC Clearinghouses and support components bring ingenuity and creativity to the ERIC system through a number of special projects. These projects are extensions of the core ERIC activities designed to improve access to a wide spectrum of education-related information. Funding for special projects may come from ERIC, the clearinghouses' host organizations, or other sponsors.

Dan O'Brien Goal-Setting Program

The ERIC Clearinghouse on Educational Management created this program in 1993 to introduce students to the process of setting goals and working to achieve them. The program is designed for students in grades 3 through 6 and features a 24-page teachers' curriculum guide titled *Go for the Goal* that contains five goal-setting lessons. Other program materials include brochures; handouts; worksheets; and goal cards, which students can use to record their goals and mark their progress. The role model for this program is Dan O'Brien, an athlete who holds the world record in the decathlon and won the gold medal in that event at the 1996 Olympics. He overcame many obstacles to become a successful athlete, and he attributes his success to the goal-setting strategies he learned in school. Students who take part in this program can write to Dan O'Brien in care of the ERIC Clearinghouse and will receive a letter, biography, and other materials at no charge. For more information about this program,



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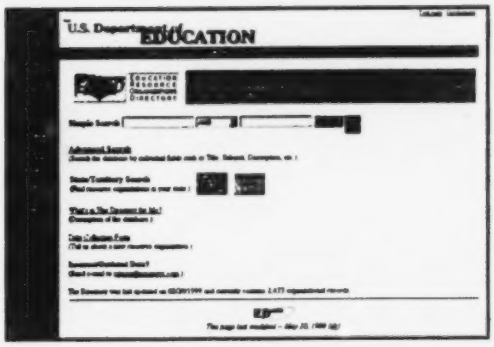
contact the ERIC Clearinghouse on Educational Management at 1–800–438–8841 or visit the Web site at http://obrien.uoregon.edu.

Education Resource Organizations Directory

ACCESS ERIC assists the U.S. Department of Education by maintaining the database for the Education Resource Organizations Directory located on the Department's Web site (http://www.ed.gov/BASISDB/EROD/direct/SF). The Directory enables Internet users to search nearly 2,800 national, regional, and state organizations, including information centers, comprehensive and technical assistance centers, and many other types of programs, services, and organizations. The ERIC resource collections and education-related information centers are searchable online as part of the Directory. Of the 400 records added in the past year, many are education libraries and curriculum materials centers.



ERIC Digests on CD-ROM

The ERIC Clearinghouse on Adult, Career, and Vocational Education has produced a CD-ROM containing a collection of 225 ERIC Digests from all ERIC Clearinghouses on topics related to adult, career, and vocational education. The full text of all 225 Digests will also be available on the clearinghouse's Web site. For more information on the online availability of the Digests, or to purchase the CD-ROM, contact the clearinghouse at 1–800–848–4815, ext. 2–8625, or visit the Web site at http://ericacve.org.

ERIC/OSEP Special Project

Through the ERIC Clearinghouse on Disabilities and Gifted Education, with funding from the U.S. Department of Education's Office of Special Education Programs (OSEP), the Council for Exceptional Children operates the ERIC/OSEP Special Project. This special project hosts an annual conference for directors of OSEP-sponsored research projects, publishes a directory of special education discretionary projects, and produces publications such as *Research Connections*, *Newsbriefs*, and *Topical Briefs*. Recent publications have included *Universal Design: Ensuring Access to the General Education Curriculum*, and *New Ideas for Planning Transitions to the Adult World*, both of which can be found online at http://ericec.org/osep-sp.htm.

ERIC Search Wizard and Expert Searches

This state-of-the-art search engine (http://ericae.net/search.htm), developed by the ERIC Clearinghouse on Assessment and Evaluation, allows users to select terms from the *Thesaurus of ERIC Descriptors* to perform effective, high-quality searches. The Wizard features seamless online ordering, readily available information on journal and document sources, multiple display options, an option to save citations to disk, and a "More Like This" option based on ERIC descriptors. The Wizard also allows users to load more than 80 prepackaged search strategies on current topics in education. The strategies were developed

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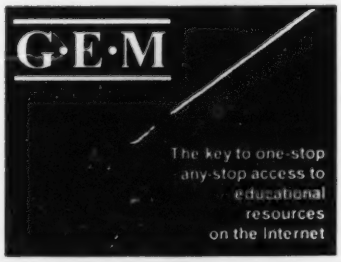
by expert reference librarians in the ERIC system. Users can adopt the strategies as a starting point or revise them to suit their needs and can "explode" a search term to include all narrower terms.

Gateway to Educational Materials (GEM)

The National Library of Education (NLE) is spearheading a consortium effort—GEM (http://www.geminfo.org)—that is a special project of the ERIC Clearinghouse on Information & Technology. GEM provides "one-stop, any-stop" access to the thousands of lesson plans, curriculum units, and other educational materials on the Internet. To accomplish this, GEM created the K–12 metadata standard for describing educational resources. GEM also provides software, training, and support so that its consortium members with Internet-based collections can easily use GEM to describe their resources. These descriptions are assembled in the Gateway Catalog (http://www.thegateway.org), which went online in February 1998 and currently includes nearly 8,000 records from more than 200 collections. In 1999, ED's Oasis, a Web site designed to help teachers use the Internet as a tool for teaching and learning, joined GEM.



Great way to get to a teacher's heart is to put lesson plans in her hands—or at her fingertips. Thank you for your help.

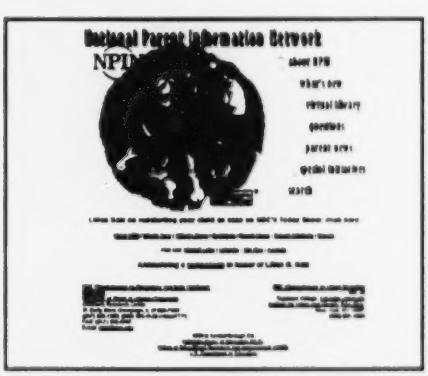
—Comment from a GEM user

Key Resources in Community Colleges

This online publication series (http://www.gseis.ucla.edu/ERIC/neintro.html) is a product of the ERIC Clearinghouse for Community Colleges. The series supplements recent bibliographic citations from ERIC with an analysis of the important issues. In 1999, four topics were updated: faculty, finance, governance, and technology.

National Parent Information Network (NPIN)

NPIN is a special project of the ERIC Clearinghouse on Elementary and Early Childhood Education and the ERIC Clearinghouse on Urban Education. NPIN staff conduct workshops on Internet uses for parents and children, produce monthly issues of *Parent News* (NPIN's award-winning online publication for parents), produce ERIC Digests, moderate the PARENTING-L listserv, work with various national groups on projects to improve parenting education, and continue to enhance one of the largest Internet sites for parents. More than 4,000 other Web sites link to NPIN. In 1999, the NPIN Web site (http://npin.org) was visited more than 1 million times; the site was also redesigned and reorganized with an improved search engine. In addition, six issues of *Parent News* were produced, including more than 40 articles on topics such as cooperative learning, balancing work and family, intergenerational programs, and smoothing school transitions. A new publication was also introduced in 1999: *Parent News Offline*, a twice-yearly newsletter containing NPIN information for organizations that may not have or offer



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Internet access. *Parent News Offline* was sent to all federally funded parenting centers, parenting and parent education associations and organizations, all regional Head Start offices, and 1,000 of the largest parenting programs in the United States.

NIFL-ESL Listserv

Since March 1995, the Adjunct ERIC Clearinghouse for ESL Literacy Education has moderated the NIFL-ESL listserv (http://www.cal.org/ncle/nifl-esl.htm), 1 of 10 listservs hosted by the National Institute for Literacy as part of its LINCS project. Subscriptions to the listserv increased by 27 percent in 1999 and now total 823. A key topic of discussion in 1999 was dealing with cultural issues in the ESL classroom.

You helped my daughter and me with finding information on how an eraser works. I thought we should send you an e-mail and let you know that without you and your efforts in locating information and forwarding it to us, she would not have been able to complete her project. Thanks again for your help.

—A parent who used the Virtual Reference Desk

Reading Pathfinder

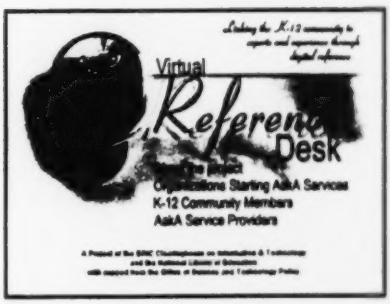
The ERIC Clearinghouse on Elementary and Early Childhood Education created the Reading Pathfinder Web site (http://readingpath.org), which provides easy access to information on helping children become competent readers by the third grade. The site includes a searchable database of 1,200 Web articles, Web sites, lists of reading programs, local sources of assistance, and more. Users can locate resources that are of interest to parents, caregivers, and educators.

Test Locator

Test Locator (http://ericae.net/testcol.htm) describes more than 11,000 assessment instruments and their availability. It is a joint project of the ERIC Clearinghouse on Assessment and Evaluation, the Library and Reference Services Division of the Educational Testing Service, the Buros Institute of Mental Measurements at the University of Nebraska in Lincoln, the Region III Comprehensive Center at George Washington University, and Pro-Ed test publishers. In 1999, the Test Locator had more than 186,000 users who conducted 172,000 searches and examined more than 671,000 test descriptions.

Virtual Libraries

Several ERIC Clearinghouse Web sites offer virtual libraries of documents in their topic areas. For example, in 1999 the ERIC Clearinghouse on Assessment and Evaluation launched a Full-Text Internet Library (http://ericae.net/ftlib.htm) that contains links to more than 250 of the best online books, reports, journal articles, newsletter articles, and papers that address educational measurement, evaluation, and learning theory.



Virtual Reference Desk (VRD)

VRD continues to build a national cooperative digital reference service (http://www.vrd.org). The project is sponsored by NLE and the ERIC Clearinghouse on Information & Technology, with support from the White House Office of Science and Technology Policy. Digital reference services, also called "Ask-An-Expert" (or "AskA") services, are Internet-based, question-answering services (such as "Ask Dr. Math" and "Ask an Astronaut") that connect users with

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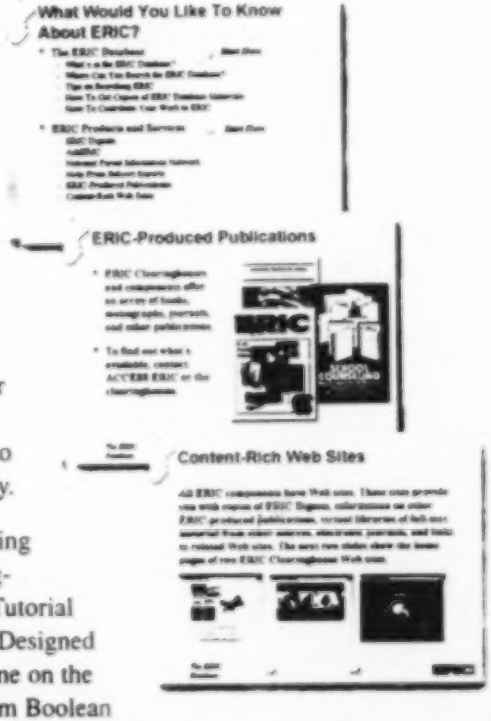
experts in specific subjects or skills. In 1999, the first VRD national digital reference conference was held at the Harvard Graduate School of Education library.

Workplace Literacy Products

The ERIC Clearinghouse on Adult, Career, and Vocational Education has developed a publication titled *Exemplary Products Produced by National Workplace Literacy Program Demonstration Projects, 1995–1998*. This publication, which was funded by the U.S. Department of Education's Office of Vocational and Adult Education, highlights 58 workplace education products that were rated exemplary by a panel of experts. These products, which can be used by adult educators, corporate and union training staff, and others seeking information for their work force education programs, demonstrate the application of principles of good practice in planning, conducting, and evaluating adult and workplace education programs. For more information, contact the ERIC Clearinghouse on Adult, Career, and Vocational Education at 1–800–848–4815, ext. 2–8625, or visit the Web site at http://ericacve.org.

Outreach and Training

ERIC must constantly reach out to current and potential users. Because ERIC is growing and changing to keep pace with the latest education issues and new technological possibilities, even those who have experience using ERIC need announcements of new products and services. An even bigger challenge is introducing ERIC to every new teacher and the vast array of people who need information on education-related issues.



In 1999, ACCESS ERIC created "ERIC Slide Show: A Virtual Tour of the Educational Resources Information Center" (http://www.accesseric.org). The slide show provides an introduction to the ERIC system, tips on searching the ERIC database, and an overview of ERIC's extensive publications, products, and services. It can be viewed on the Web or downloaded and viewed in PowerPoint. Thousands of users visit the slide show each month. Librarians and teacher educators use it to train new ERIC users and can customize the slides to cover education topics of interest to their audiences and explain how to search ERIC locally.

Individual ERIC Clearinghouses offer targeted training for their audiences. For example, the ERIC Clearinghouse on Higher Education offers an ERIC Search Tutorial (http://www.eriche.org/Workshops/searching2.html). Designed to help users navigate the ERIC database search engine on the AskERIC Web site, the tutorial covers everything from Boolean operators to relevance ranking and includes nine search exercises using higher education topics.

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I am a high school librarian and I just attended a workshop that included GEM and ERIC. I would like to advertise these exceptional resources to the faculty and students at my school. I will do the best to let them know how awesome (in the true sense of the word) this source is.

—Comment sent to GEM Web site

The ERIC Clearinghouses spend 10 percent of their budgets on outreach and training. In 1999, ERIC staff members participated in 328 education-related conferences and meetings, gave 229 presentations and workshops, and staffed exhibits at 99 gatherings, including national conferences of the American Library Association, the Association for Supervision and Curriculum Development, and the National Council of Teachers of Mathematics. ERIC components often use the "train-the-trainers" strategy by directing their presentations to teacher educators, librarians, and others in a position to share ERIC information with groups.

Some examples of 1999 ERIC outreach activities are as follows:

- The ERIC Clearinghouse on Elementary and Early Childhood Education conducted a half-day preconference workshop at the National Association for the Education of Young Children's annual meeting in New Orleans, Louisiana.
- The ERIC Clearinghouse on Adult, Career, and Vocational Education cosponsored and presented a workshop at the National Family Literacy's annual conference in Louisville, Kentucky.
- The ERIC Clearinghouse on Urban Education conducted a workshop for representatives of 25 libraries that offer ERIC products and services.
- ACCESS ERIC mailed a press release titled "ERIC Expertise for Education Writers" and corresponding packets of ERIC information to more than 500 members of the education press. The press release directed writers and reporters to the many ERIC staff who are experts in their subject areas and who are willing to provide the media with information for any education-related articles they may be working on.
- ACCESS ERIC published six issues of *ERICNews* (http://www.accesseric.org), an electronic newsletter that contains announcements from throughout the ERIC system. *ERICNews* is e-mailed to more than 1,500 subscribers.

Partnerships

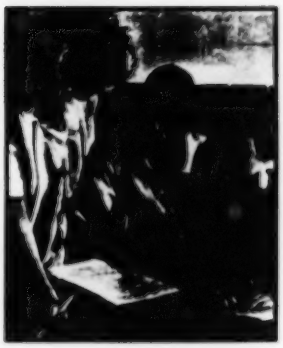
ERIC has established more than 650 dynamic, mutually beneficial partnerships with institutions and organizations involved in collecting and disseminating information to the education community. ERIC Partners include, but are not limited to, associations, government agencies, federally funded programs, universities, research firms, private corporations, and libraries.

ERIC Partner organizations have agreed to promote ERIC, disseminate ERIC information through newsletters and journals, enhance the ERIC database through the addition of documents, and encourage joint projects such as workshops and conferences. In turn, these organizations enjoy special benefits from ERIC, such as VIP handling of their information requests, free or discounted ERIC publications, advance notice of materials distributed by the ERIC system, and technical assistance and support.

Major Partners include those organizations that provide funding for the Adjunct ERIC Clearinghouses. Sponsors are listed in the ERIC System Directory on pages 31–32. Adjunct ERIC Clearinghouses are associated with the ERIC Clearinghouse whose scope encompasses the narrower scope of the adjunct. Other examples of successful partnerships are as follows:

- The Adjunct ERIC Clearinghouse for ESL Literacy Education partnered with the National Institute for Literacy (NIFL) to develop the ESL special collection for NIFL's LINCS project and continues to moderate the NIFL-ESL listserv. The listserv membership increased by 27 percent in 1999 and now consists of 823 subscribers.
- The ERIC Clearinghouse on Urban Education partnered with the National Clearinghouse for Bilingual Education (NCBE) by constructing an Internet pathway—Science, Math, and Technology Literacy for Urban/Minority Students—and by preparing 19 NCBE research documents for posting on the Web.
- The ERIC Clearinghouse on Counseling and Student Services conducts a Counselor Education Partnership Program aimed at counselor training programs to enhance the coverage of counseling and counselor education in the ERIC database and increase faculty and student awareness and use of the ERIC system.

By coordinating efforts with public and private Partners, ERIC is able to provide enhanced products and services at no additional cost to the government or taxpayers. Agencies or organizations that are interested in education and are willing to distribute ERIC information may become partners by contacting ACCESS ERIC or the ERIC Clearinghouse that most closely reflects their interests. See pages 29–33 for clearinghouse contact information or call 1–800–LET–ERIC (538–3742).



Thank you so much for your research findings. I went to the local teacher supply store and looked through every book they had and did not find much at all in the area of praise versus encouragement. I am very pleased with all the data you e-mailed me. I am going to give a presentation to my peers on this topic in hopes that they may take this information back to their staff. Thank you once again for your promptness in sending me this information.

—An AskERIC user

Results of ERIC Customer Surveys

Each year, ERIC receives hundreds of thank-you messages like the ones cited throughout this report that provide anecdotal evidence of ERIC's usefulness to a variety of education stakeholders. Historically, ERIC components have also used more formal approaches to gather information on who uses ERIC, how they use it, and their level of satisfaction with ERIC products and services.

Ninety-five percent of AskERIC users said they would continue to use AskERIC in the future.

—Results from the AskERIC User Survey

The U.S. Department of Education, along with other federal agencies, is looking closely at accountability in its programs. As a result, there is now an increased emphasis on evaluating the impact of programs like ERIC. This section summarizes the results of two surveys of ERIC customers that were conducted in 1999.

AskERIC User Survey

During January 2000, a survey was sent to every third user of the AskERIC electronic question-answering service (http://www.askeric.org), which is coordinated by the ERIC Clearinghouse on Information & Technology. A total of 443 surveys were sent out, and 79 users responded (17.8 percent). Responses came from users in 31 states and 8 countries. The survey asked about the user's profession, how often he or she used AskERIC, how the information was used, and about the value and quality of the service.

Figure 3: Types of Users Who Contacted AskERIC (January 2000)

Type of User	Percent
Postsecondary Student	27
K–12 Teacher	24
Parent	17
Other	11
Administrator	7
College Faculty	7
Pre-K Teacher/Caregiver	3
Librarian	2
Government Official	1
K–12 Student	1
Total	**100**

Figure 3 shows the types of users who contacted AskERIC. The largest percentage was postsecondary students, followed by K–12 teachers and parents.

Figure 4 shows how the respondents used the information they received from AskERIC. Most used it for research, followed

by classroom implementation and career preparation.

Additional survey findings were as follows:

- Forty-three percent were repeat AskERIC users.
- Sixty-seven percent were very satisfied with the AskERIC service, and 29 percent were somewhat satisfied.
- Ninety-five percent said they would continue to use AskERIC in the future.

Figure 4: How Customers Used Information From AskERIC

Use	Percent
Current Research Articles and Documents	27
Graduate Research	16
Practical Teaching Tips and Strategies	13
Information for a Third Party	10
Parenting Advice	9
Homework Assignments	8
Lesson Plan Ideas	8
Other	4
School Board Decision Making	3
Undergraduate Education for Future Teachers	2
Total	**100**

As a result of this survey, the AskERIC staff is creating a public archive of responses to frequently asked questions and is redesigning the AskERIC question submission form.

ERICNews Survey

In January 2000, a survey was e-mailed to every subscriber of *ERICNews* (http://www.accesseric.org), the ERIC system's electronic newsletter. A total of 1,503 surveys were sent out, and 264 subscribers responded (17.6 percent). The survey asked about the subscriber's profession, his or her satisfaction with the newsletter, and how he or she used the information published in *ERICNews*.

Figure 5 shows the professions of *ERICNews* subscribers who responded to the survey. The largest percentage of subscribers were librarians, followed by teachers/professors. The "other" category included such professions as technology coordinator, consultant, and editor.

Figure 6 shows how the respondents used the information published in *ERICNews*. Most used it several ways. The largest percentage reported that they shared the information with colleagues, followed by those who used it to develop class materials.

Figure 5: Professions of *ERICNews* Subscribers

Profession	Percent
Librarian	36
Teacher/Professor	30
Other	15
Researcher	8
Administrator	6
Counselor	3
Curriculum Specialist	2
Total	**100**

Figure 6: How Subscribers Used the Information Published in *ERICNews*

Use	Percent*
Sharing It With Colleagues	76
Developing Class Materials	48
Other	39
Writing Research Papers	24
Making Administrative Decisions	21
Communicating With School Board, PTA, or Other Group	15

*Percentages do not total 100 because respondents were not limited to one choice.

ERICNews is an excellent, helpful publication, and I learn something—and usually many things—from each and every issue.

—Comment from an ERICNews survey respondent

Additional survey findings were as follows:

- *ERICNews* subscribers typically work in education settings. A majority of the respondents said they worked in colleges or universities (48 percent) or in K–12 schools (31 percent).
- *ERICNews* reaches subscribers around the world. At the time of the survey, 22 percent of the respondents lived outside the United States, representing 19 countries that included Argentina, Australia, Israel, New Zealand, Spain, and Turkey.
- Ninety-five percent of the respondents reported that the information published in *ERICNews* was helpful or very helpful.
- Announcements of Web site updates were rated as the most helpful component of *ERICNews*, followed by announcements of new publications and then general news.
- As a result of reading *ERICNews*, 97 percent of the respondents reported that they had visited an ERIC Web site. In addition, 58 percent had contacted a clearinghouse, 49 percent had ordered a publication, and 35 percent had subscribed to an ERIC listserv.

As a result of this survey, ERIC is taking several steps to address reader preferences. To make *ERICNews* more timely, ERIC is evaluating the feasibility of publishing the newsletter on a monthly basis. ERIC also is planning to feature more information in *ERICNews* about the ERIC database, including ways to search it more effectively and obtain full-text print and electronic documents more easily. In addition, many of the subscribers who responded to the survey expressed an interest in accessing *ERICNews* on the Web, so ACCESS ERIC will add current and archival issues to the systemwide ERIC Web site.

ERIC System Directory

Federal Sponsor

The ERIC Program staff manage the ERIC system, coordinate systemwide activities, and establish ERIC system policies.

Educational Resources Information Center (ERIC)

National Library of Education
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202–5721
Toll Free: (800) 424–1616
TTY/TDD: (800) 437–0833
Web: http://www.accesseric.org

Clearinghouses

Each of the 16 ERIC Clearinghouses specializes in a different subject area of education. The clearinghouses acquire significant literature within their particular scope, select the highest quality and most relevant materials, and catalog, index, and abstract these materials for input into the ERIC database. The clearinghouses also provide research summaries, bibliographies, analyses, and many other products and services. Together, the 16 clearinghouses present the most comprehensive mosaic of education information in the country.

The two-letter acronym following each clearinghouse's name indicates how the ERIC database refers to the clearinghouse. In many cases, the acronym is based on an old clearinghouse name—for example, Adult, Career, and Vocational Education used to be known simply as Career Education.

Adult, Career, and Vocational Education (CE)

Ohio State University
1900 Kenny Road
Columbus, OH 43210–1090
Toll Free: (800) 848–4815, ext. 2–8625
Phone: (614) 292–7069
TTY/TDD: (614) 688–8734
E-mail: ericacve@postbox.acs.ohio-state.edu
Web: http://ericacve.org

Assessment and Evaluation (TM)

University of Maryland, College Park
Department of Measurement, Statistics, and Evaluation
1129 Shriver Laboratory
College Park, MD 20742
Toll Free: (800) GO4–ERIC (464–3742)
Phone: (301) 405–7449
E-mail: ericae@ericae.net
Web: http://ericae.net

Community Colleges (JC)

University of California at Los Angeles
3051 Moore Hall
P.O. Box 951521
Los Angeles, CA 90095–1521
Toll Free: (800) 832–8256
Phone: (310) 825–3931
E-mail: ericcc@ucla.edu
Web: http://www.gseis.ucla.edu/ERIC/eric.html

Counseling and Student Services (CG)

University of North Carolina at Greensboro
School of Education
201 Ferguson Building
P.O. Box 26171
Greensboro, NC 27402–6171
Toll Free: (800) 414–9769
Phone: (336) 334–4114
E-mail: ericcass@uncg.edu
Web: http://ericcass.uncg.edu

Disabilities and Gifted Education (EC)

Council for Exceptional Children
1920 Association Drive
Reston, VA 20191–1589
Toll Free: (800) 328–0272
Phone: (703) 264–9475
TTY/TDD: (800) 328–0272
E-mail: ericec@cec.sped.org
Web: http://ericec.org

Educational Management (EA)

5207 University of Oregon
1787 Agate Street
Eugene, OR 97403–5207
Toll Free: (800) 438–8841
Phone: (541) 346–5043
E-mail: ppiele@oregon.uoregon.edu
Web: http://eric.uoregon.edu

Elementary and Early Childhood Education (PS)

University of Illinois at Urbana–Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820–7469
Toll Free: (800) 583–4135
Phone: (217) 333–1386
TTY/TDD: (800) 583–4135
E-mail: ericeece@uiuc.edu
Web: http://ericeece.org
National Parent Information Network Web: http://npin.org

Higher Education (HE)

George Washington University
Graduate School of Education and Human Development
One Dupont Circle, NW, Suite 630
Washington, DC 20036–1183
Toll Free: (800) 773–ERIC (3742)
Phone: (202) 296–2597
E-mail: lcavell@eric-he.edu
Web: http://www.eriche.org

Information & Technology (IR)

Syracuse University
621 Skytop Road, Suite 160
Syracuse, NY 13244–5290
Toll Free: (800) 464–9107
Phone: (315) 443–3640
E-mail: eric@ericir.syr.edu
AskERIC E-mail: askeric@askeric.org
Web: http://ericir.syr.edu/ithome
AskERIC Web: http://www.askeric.org

Languages and Linguistics (FL)

Center for Applied Linguistics
4646 40th Street, NW
Washington, DC 20016–1859
Toll Free: (800) 276–9834
Phone: (202) 362–0700
E-mail: eric@cal.org
Web: http://www.cal.org/ericcll

Reading, English, and Communication (CS)

Indiana University
Smith Research Center
2805 East 10th Street, Suite 140
Bloomington, IN 47408–2698
Toll Free: (800) 759–4723
Phone: (812) 855–5847
E-mail: ericcs@indiana.edu
Web: http://www.indiana.edu/~eric_rec

Rural Education and Small Schools (RC)

AEL, Inc.
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325–1348
Toll Free: (800) 624–9120
Phone: (304) 347–0400
TTY/TDD: (304) 347–0448
E-mail: ericrc@ael.org
Web: http://www.ael.org/eric

Science, Mathematics, and Environmental Education (SE)

Ohio State University
1929 Kenny Road
Columbus, OH 43210–1080
Toll Free: (800) 276–0462
Phone: (614) 292–6717
E-mail: ericse@osu.edu
Web: http://www.ericse.org

Social Studies/Social Science Education (SO)

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2698
Toll Free: (800) 266–3815
Phone: (812) 855–3838
E-mail: ericso@indiana.edu
Web: http://www.indiana.edu/~ssdc/eric_chess.htm

Teaching and Teacher Education (SP)

American Association of Colleges for Teacher Education
1307 New York Avenue, NW, Suite 300
Washington, DC 20005–4701
Toll Free: (800) 822–9229
Phone: (202) 293–2450
E-mail: query@aacte.org
Web: http://www.ericsp.org

Urban Education (UD)

Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
New York, NY 10027–6696
Toll Free: (800) 601–4868
Phone: (212) 678–3433
E-mail: eric-cue@columbia.edu
Web: http://eric-web.tc.columbia.edu

Adjunct Clearinghouses

Adjunct ERIC Clearinghouses are associated with the ERIC Clearinghouse whose scope encompasses the narrower scope of the adjunct. Adjuncts perform some or all of the following functions in their subject areas: identifying and acquiring significant literature within their scope area for the ERIC database, providing reference and referral services, providing technical assistance, maintaining or contributing to Web sites, and producing publications. They receive funding from sponsors outside the ERIC system.

Child Care

National Child Care Information Center
243 Church Street, NW, Second Floor
Vienna, VA 22180
Toll Free: (800) 616–2242
TTY/TDD: (800) 516–2242
E-mail: info@nccic.org
Web: http://nccic.org
Sponsored by: Child Care Bureau; Administration for Children, Youth, and Families; U.S. Department of Health and Human Services

Clinical Schools

American Association of Colleges for Teacher Education
1307 New York Avenue, NW, Suite 300
Washington, DC 20005–4701
Toll Free: (800) 822–9229
Phone: (202) 293–2450
Web: http://www.aacte.org/pds.html
Sponsored by: Ford Foundation

Educational Opportunity

National TRIO Clearinghouse
Council for Opportunity in Education
1025 Vermont Avenue, NW, Suite 900
Washington, DC 20005
Phone: (202) 347–2218
E-mail: clearinghouse@hqcoe.org
Web: http://www.trioprograms.org/clearinghouse
Sponsored by: U.S. Department of Education, Office of Higher Education Preparation and Support

Entrepreneurship Education

Center for Entrepreneurial Leadership
Ewing Marion Kauffman Foundation
4801 Rockhill Road
Kansas City, MO 64110–2046
Toll Free: (888) 4–CELCEE (423–5233)
Phone: (310) 206–9549
E-mail: celcee@ucla.edu
Web: http://www.celcee.edu
Sponsored by: The Center for Entrepreneurial Leadership, Ewing Marion Kauffman Foundation

ESL Literacy Education

National Clearinghouse for ESL Literacy Education
Center for Applied Linguistics
4646 40th Street, NW
Washington, DC 20016–1859
Phone: (202) 362–0700, ext. 200
E-mail: ncle@cal.org
Web: http://www.cal.org/ncle
Sponsored by: U.S. Department of Education, Office of Vocational and Adult Education

International Civic Education

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2698
Toll Free: (800) 266–3815
Phone: (812) 855–3838
E-mail: patrick@indiana.edu
Sponsored by: Center for Civic Education

Postsecondary Education and the Internet

University of Virginia
Curry School of Education
405 Emmet Street South
Charlottesville, VA 22903
Phone: (804) 924–3880
E-mail: jmilam@shentel.net
Sponsored by: University of Virginia's Curry School of Education

Service Learning

University of Minnesota
R–460 VoTech Building
1954 Buford Avenue
St. Paul, MN 55108
Toll Free: (800) 808–SERVe (7378)
Phone: (612) 625–6276
E-mail: serve@tc.umn.edu
Web: http://umn.edu/~serve
Sponsored by: National Service Learning Cooperative Clearinghouse, University of Minnesota

Test Collection

Educational Testing Service
Princeton, NJ 08541
Phone: (609) 734–5689
E-mail: library@ets.org
Web: http://ericae.net/testcol.htm
Sponsored by: Educational Testing Service

U.S.–Japan Studies

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2698
Toll Free: (800) 266–3815
Phone: (812) 855–3838
E-mail: japan@indiana.edu
Web: http://www.indiana.edu/~japan
Sponsored by: Japan Foundation Center for Global Partnership

Affiliate Clearinghouse

This Affiliate ERIC Clearinghouse follows ERIC policies and procedures and performs many of the functions of the 16 ERIC Clearinghouses, focusing on four areas related to educational facilities: architecture, construction, engineering, and finance.

National Clearinghouse for Educational Facilities

National Institute of Building Sciences
1090 Vermont Avenue, NW, Suite 700
Washington, DC 20005–4905
Toll Free: (888) 552–0624
Phone: (202) 289–7800
E-mail: ncef@nibs.org
Web: http://www.edfacilities.org

Support Components

ERIC support components produce, publish, and disseminate systemwide ERIC products and services.

ACCESS ERIC

2277 Research Boulevard, 6L
Rockville, MD 20850
Toll Free: (800) LET–ERIC (538–3742)
Phone: (301) 519–5157
E-mail: accesseric@accesseric.org
Web: http://www.accesseric.org

ERIC Document Reproduction Service (EDRS)

DynEDRS, Inc.
7420 Fullerton Road, Suite 110
Springfield, VA 22153–2852
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Phone: (703) 440–1400
E-mail: service@edrs.com
Web: http://www.edrs.com

ERIC Processing and Reference Facility

Computer Sciences Corporation
4483–A Forbes Boulevard
Lanham, MD 20806
Toll Free: (800) 799–ERIC (3742)
Phone: (301) 552–4200
E-mail: ericfac@inet.ed.gov
Web: http://ericfac.piccard.csc.com

Publishers

Oryx Press

P.O. Box 33889
Phoenix, AZ 85067–3889
Toll Free: (800) 279–ORYX (6799)
Phone: (602) 265–2651
Fax: (800) 279–4663; (602) 265–6250
E-mail: info@oryxpress.com
Web: http://www.oryxpress.com

Oryx Press publishes the monthly and semiannual editions of *Current Index to Journals in Education (CIJE)* and the *Thesaurus of ERIC Descriptors*.

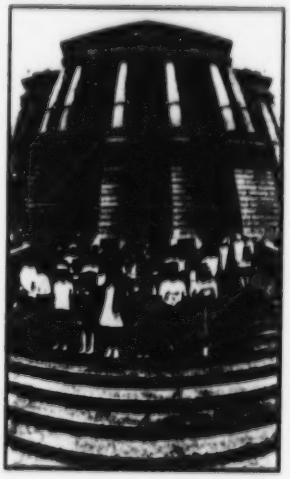
United States Government Printing Office (GPO)

Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250–7954
Phone: (202) 512–1800
Fax: (202) 512–2250
Web: http://www.access.gpo.gov

GPO publishes and sells subscriptions to *Resources in Education (RIE)*.

What a great spot. Was reading a report about inadequate school facilities, and a credit in the publication listed ERIC. Be proud of this spot; it is just a wonderful site.

—A parent interested in school finance, commenting on the ERIC Clearinghouse on Educational Management's Web site



The ERIC Budget

The ERIC system was reauthorized in 1994 as part of the Educational Research, Development, Dissemination, and Improvement Act.

The ERIC budget for fiscal year 2000 is $10.5 million. These funds are allocated as follows:

- 77% to the 16 ERIC Clearinghouses
- 17% to the support components (ACCESS ERIC, the ERIC Processing and Reference Facility, and the ERIC Document Reproduction Service)
- 6% for system improvements, printing ERIC publications by the Government Printing Office, toll-free FTS phone lines, computer systems, and so on

ERIC Clearinghouses use their funds for the following functions:

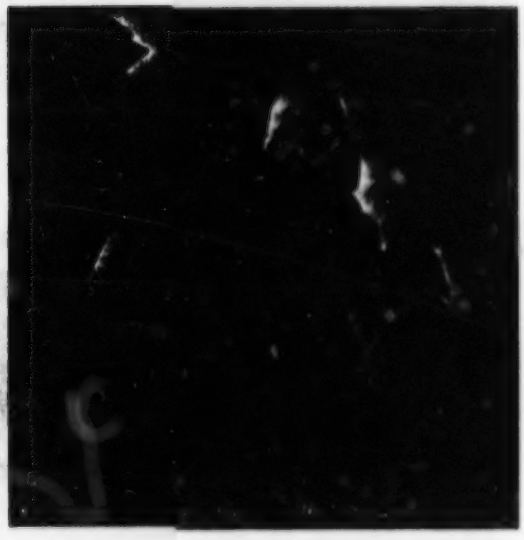
- **Database Development—23%**
  Acquiring, selecting, cataloging, abstracting, and indexing documents and articles for the ERIC database.
- **Clearinghouse Management—18%**
  Covering day-to-day operating costs including salaries, supplies, and overhead.
- **System Improvements and Special Projects—17%**
  Incorporating into the ERIC system advances in technology and major special projects such as AskERIC and NPIN.
- **Publications—15%**
  Producing ERIC Digests, major publications, bibliographies, newsletters, and journal columns.
- **User Services—15%**
  Responding to e-mail, phone calls, letters, and visitors' requests for information.
- **Outreach and Training—10%**
  Giving workshops, exhibits, and presentations on ERIC.
- **Travel and Per Diem—2%**
  Traveling to ERIC system meetings for directors and technical staff and to outreach and training events.

The ERIC budget is only a small part of the network of funding that ultimately makes ERIC accessible to millions of users. This network also includes:

- ERIC components' host organizations, which traditionally contribute in-kind resources amounting to approximately 12 percent of the total ERIC budget.
- Private companies and nonprofit organizations that produce and sell the *Thesaurus of ERIC Descriptors*, *Current Index to Journals in Education (CIJE)*, ERIC documents on microfiche, and the ERIC database on CD-ROM. They provide funding for the Adjunct ERIC Clearinghouses and contribute high-tech equipment to support ERIC system enhancements.
- University and public libraries that purchase the ERIC indexes. They pay for access to the ERIC database on magnetic tape, on CD-ROM, and from online vendors. They also purchase the ERIC microfiche collections and pay for computers, microfiche cabinets, and staff to bring ERIC to their customers.

Thank you for your incredibly rapid and complete answer to my son's scholarship question. For the first time, I have confidence that he will be able to find scholarship support. You have done us an immense service. AskERIC has always been the best source of educational information and I recommend you to others often.

—Stephanie Smith, librarian and parent



ACCOMPLISHMENTS

Acknowledgments

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Fall 2000

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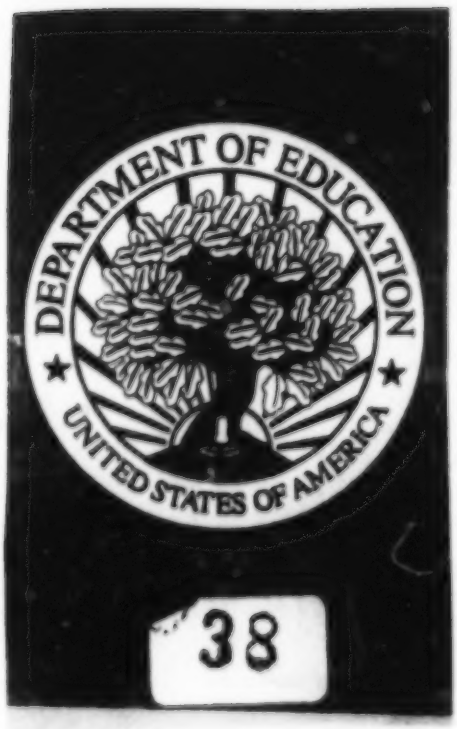

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